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Chapter Reflections

Dr.Ward

Chapter one first introduces the ideas of Understanding by Design and Differentiated instruction, and it talks how both are intertwined with each other and work off of each other. It states the importance that educators have a model to adapt and work with, one that they can shape that will meet the needs of all of the teacher’s students. Throughout the rest of the chapter it goes on to describe axioms and corollaries, and scenario’s where both of these can be applied. I learned through this chapter how in a real teaching situation that I may cater to many students needs including those from different intelligences, languages, and learning ability. I learned that through the use of pre-assessment and a adaptable curriculum every student may live up to their potential, as long as the teacher is willing to mold to their needs as a learner. I also learned that a student is more likely to hold on to a thought if the knowledge can be used in a situation relatable to them, for instance comparing how the constitution may apply to their daily lives, as in Mr. Axelt’s history class.

Furthermore, the last paragraph is what rang out to me the most, specifically a particular quote. “ Professionals in any field are distinguished by two characteristics: (1) They act on the most current knowledge that defines the field, and (2) they are client centered and adapt to meet the needs of individuals (Tomlinson and McTighe 11). What this means to me is that I need to always be ready to change my teaching style as more knowledge of how students learn becomes available, always teaching to the highest proficiency possible, which includes updating my knowledge of useful technology as well. Secondly, it means as I already stated, it is important to consider the needs of the client, or students in our case, and always make sure to develop our services to meet their needs as best as we can.

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